LINGUISTIC PERSPECTIVE IN 2DO LANGUAGE ACQUISITION

By

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Abstract

Among the new and multiple demands from contemporary society, framed in a global context of constant changes and advances, one of the most outstanding needs in recent years is the early acquisition of a second language. It is commonly known that, when starting the process of learning a second language or L2 being in adulthood, the results are not entirely satisfactory in terms of speed of acquisition, retention capacity of new grammatical structures and pronunciation new phonemes.

This research deals with the linguistic perspective in acquiring a second language. The main objective is whether people show adequate linguistic perspective in acquiring a second language.

From the latter, different positions arise on the assumption critical period in the incorporation of one or more languages, placing all in the stage of childhood. That is why various scientific disciplines such as Psycholinguistics, Cognitive Psychology and Applied Linguistics studies have been conducted regarding the linguistic perspective and factors that characterize the acquisition of a second language in order to find the most appropriate methodology for successfully achieve this process and to understand the mechanisms of perception, cognition and language that support the development of a foreign language.

The theoretical framework that was used for this research is essential based on multiple concepts and elements involved in the analysis of the linguistic perspective in acquiring a second language. One, which has been used as the starting point of many experts in this field and which will be referred at length corresponds to bilingualism.

Bilingualism is regarded as the domain of both languages by an individual. If your study is part of the childhood stage becomes an issue that, according Akerberg (2005), interested in causing direct impact on child development. As indicated by Vygotsky (1935, 2000: 348), not only the child's intellectual development, but also the formation of his character, his emotions and his personality as a whole, are in direct dependence on language, so more or less degree is also manifest in the development of language in relation to bilingualism or monolinguals.

Introduction

Learning another language requires attention, perseverance, work and above all time and interest. But being able to communicate with other people in their native tongue compensates the effort. Wide learning English language student horizons, since knowing a second language will benefit you in your professional development. This research deals with the linguistic perspective in acquiring a second language (L2). In order to experience to find out if people

During the twentieth century, the fact of acquiring a second language was categorized into two poles: on the one hand, theorists attributed characteristics as the contribution at a slower learning, inhibition of L1 and L2 and the performance of antagonistic roles in the process communicative; while others referred to this phenomenon as an instance rather facilitating cognitive development that should be studied in its vast dominion over the whole mental development of the child's personality.

The latter perspective can be glimpsed from the analysis of the linguistic perspective. According Howard Gardner (1995), the first interacts with symbols, components, functions and relationships of two linguistic systems; bilingual condition leads to cognitive conflicts and hence, greater assimilation, accommodation and cognitive development. This also makes a continuous development of hierarchical reorganization and has the opportunity to develop an awareness tackle the problem, related to the object properties and actions or knowledge applied to objects. All this benefits their learning, which is reflected in an adaptive response.

Antecedents and Importance of the Theme

The linguistic perspective is one of many factors that play an important role in learning a language. Studies on language proficiency therefore presuppose cognitive differences between learners, and focused primarily on linguistic perspective for learning foreign languages (Carroll and Sapon, 1959; Carroll, 1973, 1981; Gardner and Lambert 1965; Pimsleur 1968; Al-Haik, 1972, Petersen and Al-Haik, 1976; Cook, 1991; Miyaki and Friedmann, 1998; Sparks and Ganschow, 1991; Skehan 1989, 1998, 2002; Dörnyei and Skehan, 2003; Dörnyei, 2005; Robinson, 2005).

These studies began with great force in the 50s, received very little attention from linguists and psychologists during the 80s, and revived from the 90s when individual differences took on a special importance in research on acquisition second languages. From this moment, there have been interesting researches in the field of applied linguistics bringing new perspectives which have allowed resuming the study of the linguistic perspective with great success in the current scenario. The root of the decline of studies on the linguistic perspective during the 80s is because the concept of linguistic perspective was in direct conflict with one of the pillars on which the contemporary research of second language acquisition was based: the fact that all learners are basically similar and, therefore, have the same equipment to face the task of learning a language.

This assertion, supported by the results of numerous studies on linguistic universals freed itself completely from the hypothesis of the studies on linguistic perspective learners differ from one another by virtue of their ability to learn a language (Skehan, 1998). From this position, it was stated that the faculty of language was an innate human capacity, the

result of genetic inheritance, did not imply that all people were to have the same degree of success in this process, as evidenced by differences in the degree of proficiency achieved by those who learn a second language.

The acquisition of a second language (L2) of the students both children and adults is another important research topic approached from a linguistic perspective. The concept has several definitions in the literature but generally refers to the ability of the student to reflect on the language.

De Angelis and Dewaele (2009) point out that the linguistic perspective began to be discussed during the 1980s Overall, the research contributes to facilitate the acquisition of L2.   Thomas (1988) is generally referred to as the first study to establish a link between multilingualism and linguistic perspective. Thomas study compared with L1 English English L1 / L2 learning Spanish L2 respectively, and concluded that bilingual language had a higher perspective.

Lasagabaster (1997) reported increased linguistic perspective in bilingual, compared with monolingual L2 to learn English.

Work Jessner (2006, 2009) states that the multilingual mind is a dynamic system and emphasizes that it is the interaction of multiple pieces of information in the mind that produces improved found in students metalinguistic consciousness, idea that could be related to the previous work Zobl (1992), who stated that formulating broader multilingual grammars (cf. García Mayo, 1999). Recent work by Bono (2011) examination of the production L2 speaking English speaking Spanish as L2 reinforces the idea that multilingual students have high levels of linguistic perspective.

Nature of Problem

The linguistic perspective in a second language every eventuality interference or combined use of elements from the two linguistic systems is excluded, reflecting a parallel and independent evolution of both languages. It is said that linguistic perspectives may be developed to the extent that students speak one language. However, there are conceptual difficulties in identifying variations between L1 and L2, so a sort of dependency on the use of linguistic perspective drawn from both languages (bidirectional transfer) to achieve communication is generated. In the aftermath of this approach arises forces a more concrete initiative inquiry into the linguistic perspective in acquiring a second language, as there is a single storage for two languages, or if each had their own interconnections between them, before which, theorists involved in this field took quite divided positions.

Men are subjected to a large extent, the requirements of the particular language which is the means of expression of society to which they belong, it is incorrect to believe that you can get in touch with reality without resorting to language and that no it is but an instrument that allows us to solve specific problems of communication or reflection. No two languages as similar enough that they can be considered as representatives of the same social reality. The worlds in which different societies live are distinct worlds, not the same world with different labels. If Sapir says are drawn at random lines in different ways, our perception the linguistic divide in a number of categories: curves, straight, zig-zag, etc. because the linguistic terms suggest this classification. This is because the language habits of our community favor certain choices of interpretation. "(Sapir 1968). That is why we address the inherent problems of the linguistic perspective in a second language to try to find solutions to improve the situation.

Objectives

General Objectives

   To find if people show a linguistic perspective in acquisition second language.

Specific Objectives

1. To identify what is the proficient all about.

2. To Analyze what language aptitude in learning a foreign language.

3. To Inquire about the acquisition of a foreign language in the linguistic perspective.

4. To Contribute to interdisciplinary perspective of linguistics applied to relate the acquisition of a second language.

5. To expound construct linguistic perspective is a determining factor in the degree of success in acquiring a second language.

Research Questions

1. What are the main elements language acquisitions that condition?

2. What is proficient all about?

3. Which is linguistics perspective student must have in acquiring a second language?

4. How to construct linguistic perspective is a determining factor in the degree of success in acquiring a second language?

5. How to address the different problems we face in language perspectives to acquire a second language?

Term Definitions

J. Sanguinetti (2002) defines bilingualism as the regular use of two languages in the same region or by the same person. As defined by Macnamara (1969) a person may be classified as bilingual if besides skills in their first language, is one of the four second language skills: speaking, listening, reading and writing.

"Language is a uniquely human way, not instinct, to communicate ideas, emotions and desires by means of a system of symbols, especially hearing, produced deliberately" (Sapir 1966: 14)

"He speaks no limits vary in different social groups because it is a purely historical heritage of the group, is the product of a social habit maintained for a long time." (Sapir 1966: 10)

Literature Review

Acquisition and language learning. The dichotomy between acquisition and learning is controversial. Traditionally it considered the term acquisition and the gradual development of the ability to speak a language using it naturally in communicative situations. The term learning, however applies to a conscious process of accumulation of

Knowledge of the vocabulary and grammar of a language. The characteristics and evolution of learning is mediated by outside influences and directions while in the process of acquiring the protagonist is the child so that the external conditions are not so decisive. It will use the data and structures from the simple to the complex and hence this process is one of the keys to the cognitive sciences such as linguistics and psychology issues. As indicated by Goodman and Nusbaum, HC (1994) practice plays an important role in language acquisition so we must assume that the answers may exercise also be "subvocal"

In support when people show a linguistic perspective in acquiring a second language (L2), based in the theory of some authors like Skehan (1998) Skehan says linguistic perspective is used to refer to the ease of learning a foreign language.

This framework is complemented by research with observation techniques for the behavior of students in the acquisition of a second language in relation to the linguistic perspective.

Skehan (1998) believes that the construct of the aptitude for foreign languages is crucial to talk about individual differences, relating the components of language proficiency with the stages of information processing factor: input, central processing and output and

the operations that the learner performs (recognize, identify patterns, generalize, restructure, recover memorized phrases, grammar rules recover ...).

It is part of the theoretical problems of state that there are specific skills for learning an L2, genetically or very early in life set the environment but also influences them.

For this is discussed in detail the development of this construct through a chronological overview that goes from the first investigations in the 50s with the development of different tests to measure language proficiency to the latest research skills that have modernized fitness incorporating new knowledge on the functioning of working memory and the processes involved in learning a L2.

In general, the available data on the development of speech perception in acquiring a second language (L2) are comparable to those available on the development of speech perception. That is, since no differences were found in the execution of tasks students (discrimination of phonemes or generalization of tones) (Stankov and Spilsbury, 1978), while the data are becoming more difficult to interpret when it requires subjects perform tasks with higher cognitive requirements. For example, some authors have shown that children are better than adults at work when extracting short sequences of sounds more complex sequences (Witkin et al., 1971), and also having a greater range of memory for lyrics when they are presented acoustically (Gibbs and Rice, 1974).

In order to find out whether language acquisition was seriously delayed or altered by the limits of available contextual support, Landau and Gleitman (1985) investigated the acquisition of the mother tongue three congenital students, comparing their progress with the literature on acquisition first language in them. If the extra-linguistic experience was the

driving force in language learning, it was hoped extreme differences in what is learned first and easier for students. However, both the syntax and for learning words found that students were developed in the same way in the first language in the second.

Landau and Gleitman argue that language arises thanks to an innate genetic program in the human being that does not distinguish between one language and another. According to these authors, after a possible initial delay and transient mild confusion with personal pronouns, students acquire a language in form and context is completely normal. And also underline a point that is often forgotten is the fact that part of the student's experiential context for learning language is the language itself. In light of the results of empirical research, it seems clear that there are small differences in language acquisition among some students (Brambring, 2007), but you can say with some depth the child to start school age have a competition similar to the adult language.

Studies of children who, without developing any linguistic behavior as a result of treatment or spontaneously begin to speak fluently and according to the stage of development suitable to their age. There is also a similar phenomenon in second language students. Those against common aspects of linguistics perspective in second language acquisition underscore that learning happens once is over language acquisition. The student of a language has already developed considerable communicative competence in their Ll; you know what you can and what you can do with it, and what at least some of its functions (Halliday, 1982).

"Mother's words reflect fundamental values based group is the family. The child acquires these principles while internalized language. In other words, learning the language is not purely linguistic."

What the language teacher teaches a new way of doing what the student already knows. It is true that the circumstances of learning a first and second language are different but that does not mean that the processes are different. The student is a person other than the child and those differences prevent you from using some strategies he used as a child and facilitates the use of new ones. According Lennenberg, it is impossible to develop language if you have not reached a certain level of maturity and physical growth. From two years and until the beginning of adolescence, it continues to be the ideal time to acquire the Ll. The guy is quite sensitive to stimuli and brain flexibility facilitates the organization of brain functions necessary for the development of speech and language. After adolescence, decreased language ability and what is not acquired, usually remains poor Deport life.

These key moments of the linguistic perspective in acquiring a second language are correlated with other significant points of development like walking, standing, etc. If this motor development is delayed for some reason, so it does the development of the language and how we cannot accelerate other aspects of development through education or training, either we can accelerate the development of the language regularly. After sensitive periods continue to learn and our ability to continue learning seems intact until very higher. There are enough people who learn a second language at any time of life, although the ability to acquire a native pronunciation is limited, for most of us, the sensitive period but learning a language is not just learning a pronunciation.

Apparently we acquire the language in a developmentally ideal period. If we do out of this stage it will be much greater effort. However, if you already mastered the first language learning the second will be much easier; with: the linguistic perspective of learning a second language is not the same as acquiring the language again. In fact in childhood we learn the language of the society around us: Spanish, English, and French. We have acquired the language from scratch; we learn the second language by expanding or adapting knowledge existing making it much less arduous.

For other authors as Best (1988) left lateralization of language it is a result of the process of linguistic perspective on the early acquisition of a second language and is not as pronounced in adults as supposed. According Belinchon (1992) the first acts of speech are: labeling (naming an object), repetition (of all or part of the adult production), ask something adult, requesting a response or linguistic perspective (boy?) the call to adult, greeting, protest and practice. The last act Speech refers to exercises that do not involve language.

All components of the linguistic behavior evolve simultaneously; pragmatic skills, for example, between two and three years demand more information and action between three and four years this relationship is reversed. Individual differences linked to the social context also appear soon. Children less asks are those whose parents produce less verbal answers to demands. In short linguistic perspectives associated with the acquisition of a second language are obvious because these contrasts are closely linked to the social context and therefore they emphasize at the ends. Many linguistics prospects stem from traditional cultural patterns always active roles assigned to men and women relate to sedentary and passive activities.

Methodology

In This paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research. In order to improve the problems arising during the same and make some recommendations to solve this problem.

Research Design

The research is descriptive, analytical and documentary. Descriptive because there are bits and pieces of theories, with limited empirical support. With a quantitative approach, since it is based on the literature review. Explanatory devoid type in a situation that is currently happening in the students of this school is described.

And also because it analyzes analysis points of view from which you are experiencing this problem.   And document type that is sustained with the help of books, theses, magazines, Internet and other texts that speak of one form or another of the issues described above.

Participants

The subjects studied in this project are bilingual students who have acquired a second language both children and adults. The research was conducted during regular English classes of a school (X) from the city of Bonao, Dominican Republic.

Participants (n = 30) were divided into two groups according to their level of bilingualism. In a test of linguistic perspective. In order to collect data on perception in acquisition a second language (L2).

Procedures

My proposed research was to know about the linguistic perceptions on the acquisition of a second language which the student has, in this experience in the same, involving the linguistic perception aim of understanding the complex world of the experience from the point of view of those who live it. My own experiences were fundamental to the process, which is a factor important as one of the starting points for research. The development of this research is carried out according to the theme chosen for the study itself, which is applied to a group of students of a center X study, this year 2015 and is aimed at all students who are currently studying bilingualism especially students who acquire a second language in this case would be the English.

Research Instruments

According to the purpose of the investigation proceeded to use two instruments to collect information were: observation technique to students of this center of study and literature review of some authors already spoke about it in order to collect the necessary for the study of such research data and also to detect the problems that have emerged.

Expect Results

The survey results reveal that there is a clear need to work in the linguistic perspective in acquiring a second language (L2), although some examples should be considered here. So Gallardo Del Puerto (2007) considers that the question of the effect of the level of bilingualism in the acquisition of English linguistic perspective L2 students both children and adults Spanish bilingual.

General and Specific Limitation

The greatest difficulty encountered in this research study was theoretical collection of bibliographic information; because few authors who write on this subject; besides there are also few studies or investigations conducted on the subject. So it has been of greater interest to me to work with this issue further.

Schedule (Chronogram) of Activities

Schedule of Activities 2015

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references		X	X	
Reading documents		X	X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report				X

Discussion

The acquisition of the first languages can be simultaneously (as in early bilingualism) or consecutively. There have been criticisms about the use of a second language (L2) as a term to define the field of study. Some authors consider it not appropriate because it emphasizes the acquisition of a L2 and seems to exclude other languages also present in the mind of the multilingual speaker. She proposes the acquisition of additional language of the term obviously refers to all languages beyond the second language (L2).

A linguistic perspective in acquiring a second language (L2) should proportional information relevant to a better understanding and hopefully more accurate multilingual processes by which people change when they understand and produce their L2.

The linguistic perspective and formal linguistic study a second language (L2), carried out so far is a rare item in the process acquisition language; they are the same as those used in the acquisition of any other cognitive ability, where cognitive factors such as memory, attention, perception, intelligence, etc. focused on both aspects should be considered further in the acquisition of a second language (L2) from the linguistic perspective.

Conclusion

       After reviewing the results of this research I can say that there is strong evidence to support the linguistic perspective on the acquisition of a second language As noted by some authors as Best (1988) he said the lateralization of language is the result of the process linguistic perspective on the early acquisition of a second language and is not as pronounced in adults as assumed.   According Belinchón (1992) the first acts of speech are: labeling (naming an object), repetition (of all or part of the production of adults), have something adult, requesting a response or linguistic perspective (child) call adults, greeting, protest and practice. The last act of speech refers to exercises that do not involve language.

       According Lennenberg, it is impossible to develop language if you have not reached a certain level of maturity and physical growth. From two years and until the beginning of adolescence, it continues to be the perfect time to acquire the Ll. The guy is quite sensitive to stimuli and brain flexibility facilitates the organization of brain functions Necessary for the development of speech and language. After adolescence, decreased ability and what language is not acquired, remains poor deport usually life. This literature review of previous studies analyzed the linguistic perspective in acquiring a second language. These items will study the nature of the linguistic perspective, similar vocabularies do accidental acquisition, where we found that students in a second language develops another any cognitive skill where cognitive factors such as memory, attention, perception, intelligence; son considerations to be taken into mayor: consideration in the acquisition of a second language from the linguistic perspective.   Future research could focus on the linguistic perspective as mayor through lexical relationship, in circumstances that allow the acquisition of another language.

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